

Washoe County School District

Incline Middle School

School Performance Plan: A Roadmap to Success

Incline Middle School has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

Principal: Kari Michael

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School Designations: Title I CSI TSI TSI/ATSI

Our SPP was last updated on October 12, 2022

School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
Kari Michael	Principal(s) (required)
Jennifer Jango-Cohen, IMS Counselor (no other IMS admin)	Other School Administrator(s) (required)
Sabrina Gentner (ELA), Kristin Flynn (Soc Studies, ELA)	Teacher(s) (required)
Katie McGill, Special Education Asst.	Paraprofessional(s) (required)
Sherwin Walker (parent and IMS teacher)	Parent(s) (required)
Jayden Mendoza (8th grade)	Student(s) (required for secondary schools)
n/a	Tribes/Tribal Orgs (if present in community)
n/a	Specialized Instructional Support Personnel (if appropriate)
Mary Danahey, Incline Education Fund	Community Partner

School Demographics and Performance Information

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at http://nevadareportcard.nv.gov/DI/nv/washoe/incline_middle_school/2022/nspf/.



School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> Increase in overall SBAC ELA scores for all subgroups. Above average SBAC ELA White scores (83% overall 2022, above district White average of 58%). 	<ul style="list-style-type: none"> Hispanic ELA scores
<p>Problem Statement - While the overall ELA scores increased for all populations (School 40% 2019 & 55% 2022, Hispanic 23% 2019 & 29% 2022, White 57% 2019 & 83% 2022), the Hispanic ELA increased the least and still stands at less than the district Hispanic average of 31% for 2022.</p>	
<p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> Lack of focus on test taking strategies / guidance / value & purpose of assessments 	

Student Success	
<p>School Goal: 2023 SBAC Scores – ELA % at or above standard will increase for IMS Hispanic subgroup from 29% (2022) to 44% which was the district average for all subgroups in 2022.</p> <p>Formative Measures:</p> <ul style="list-style-type: none"> SBAC Scores 2023 – ELA percentage at or above standard 	<p>Aligned to Nevada’s STIP Goal:</p> <p><input type="checkbox"/> STIP Goal 1 <input type="checkbox"/> STIP Goal 2</p> <p><input checked="" type="checkbox"/> STIP Goal 3 <input type="checkbox"/> STIP Goal 4</p> <p><input type="checkbox"/> STIP Goal 5</p>



Improvement Strategy: Target ELA improvement schoolwide, utilizing MTSS to identify students who need more intensive supports.

Evidence Level: Tier 3 - Promising Evidence

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Establish an SBAC committee of teacher leaders to guide teachers in school-wide program for test prep throughout the school year
- Committee will create a pacing guide with specific expectations for each week related to practice test problems, reviewing exemplars, and test taking strategies
- Educate students on the purpose, value, and goal of assessments
- Clear expectations and schoolwide structure for practice tests (SBAC) – 1 question a week, short writes, SBAC exemplars, test taking strategies

Resources Needed: *What resources do you need to implement this improvement strategy?*

1. *Allocated professional development time for collaboration*
2. *Possible substitute teacher coverage to provide common planning / preparation time for teacher collaboration*

Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?*

- *Implementation Challenge:* Lack of professional development funding, time, and substitutes.
- *Potential Solution:* Increase community partnership for Wednesday Exploratory period to allocate rotating prep time / professional development for all teachers on Wednesday afternoons prior to student release.

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- Community Donations to pay for independent contractors to lead student Exploratory sessions, allowing rotating time for teachers to collaborate and plan for SBAC test support implementation.

Lead: *Who is responsible for implementing this strategy?*

Admin & Teacher teams



Improvement Strategy: Implement guiding reading book clubs for all IMS students reading 2 or more grade levels below.

Evidence Level: Tier 3 - Promising Evidence

Action Steps: *What steps do you need to take to implement this improvement strategy?*

Baseline test all IMS students at the start / end of each term (STAR Reading).

Place students in book clubs who are reading 2 grade levels behind (1 term placement, reassess)

Resources Needed: *What resources do you need to implement this improvement strategy?*

STAR Reading suite, annual subscription

Professional development time for teachers

Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?*

- *Implementation Challenge:* limited time for training for teachers to implement book club instruction
- *Potential Solution:* Increase community partnership for Wednesday Exploratory period to allocate rotating prep time / professional development for all teachers on Wednesday afternoons prior to student release.

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- Community Donations to pay for independent contractors to lead student Exploratory sessions, allowing rotating time for teachers to collaborate and plan for SBAC test support implementation.

Lead: *Who is responsible for implementing this strategy?*
ELA dept / librarians, grade level book club teams

Equity Supports: *Based on your Data Dive and Root Cause Analysis, what (if any) challenges did you identify for the following student groups specific to this goal? (Consider any resource inequities these student groups face.) What, specifically, will you do to support them to overcome those challenges?*

English Learners

- *Challenge:* below average reading average reading level impacts learning across all content areas
- *Support:* explicit instruction, reinforcement, and practice in a small group setting

Foster/Homeless:

- *Challenge:* n/a



- *Support:* n/a

Free and Reduced Lunch:

- *Challenge:* n/a
- *Support:* n/a

Migrant:

- *Challenge:* n/a
- *Support:* n/a.

Racial/Ethnic Groups:

- *Challenge:* below average reading average reading level impacts learning across all content areas
- *Support:* Track formative data across racial groups to measure if any disparities exist

Students with IEPs:

- *Challenge:* below average reading average reading level impacts learning across all content areas
- *Support:* explicit instruction, reinforcement, and practice in a small group setting

Add other student groups as needed.

- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Update during SPP Roadmap Development.

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> • Staff collaboration in Spring 2022 focusing on data driven need to implement book clubs for struggling readers. 	<ul style="list-style-type: none"> • PD needed to support teachers who are not familiar with best practice for leading book groups and modeling effective reading strategies.
<p>Problem Statement: Lack of concrete / common / consistent learning strategies for teaching reading across all classes.</p>	
<p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> • Lack of focus on vocabulary development and modeling for students to understand what is being asked. 	

Adult Learning Culture



School Goal: Throughout the 2022-23 school year, each teacher will select and commit to at least 1 new reading strategy to implement during their Enrichment Book Club. PD this year will focus on purposeful / intentional guided reading strategies.

Formative Measures:

- STAR reading assessment scores to show growth in reading scores for students in the book clubs.

Aligned to Nevada's STIP

Goal:

- STIP Goal 1 STIP Goal 2
- STIP Goal 3 STIP Goal 4
- STIP Goal 5

Improvement Strategy: PLC teams will be used to collaborate regarding the implementation of targeted reading strategies.

Evidence Level: Tier 3 - Promising Evidence

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Allocated Enrichment time for Book Clubs (4 days a week, 30 min / day)
- Survey teachers to see what strategies are already taught
- Survey students to see what strategies are already used
- Teachers to collaborate to share preferred strategies
- Teachers to identify clear strategies to teach and reinforce with students on a consistent basis
- Explicit instruction and direction needed for teachers in the areas of annotating & summarizing texts across various setting.
- Use of ELLevations as a learning tool for English Language learners (level 2 ESSA strategy).

Resources Needed: *What resources do you need to implement this improvement strategy?*

1. Allocated professional development time for collaboration
2. Possible substitute teacher coverage to provide common planning / preparation time for teacher collaboration

Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?*

- *Implementation Challenge:* lack of teacher buy-in to model and reinforce specific strategies during book club
- *Potential Solution:* teacher demonstration of strategies during PD, walk-through observations

Lead: *Who is responsible for implementing this strategy?*

Admin & Teacher teams

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal*



- PLC stipends / IPIP credit for Book Club leadership team

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Equity Supports: Based on your Data Dive and Root Cause Analysis, what (if any) challenges did you identify for the following student groups specific to this goal? (Consider any resource inequities these student groups face.) What, specifically, will you do to support them to overcome those challenges?

English Learners

- *Challenge:* more challenging to bridge the learning gap as students get older.
- *Support:* explicit instruction, reinforcement, and practice with the identified reading strategies, connect to the elevations program

Foster/Homeless:

- *Challenge:* n/a
- *Support:* n/a

Free and Reduced Lunch:

- *Challenge:* lack of outside resources to support / model literacy instruction
- *Support:* same supports as all students

Migrant:

- *Challenge:* n/a
- *Support:* n/a

Racial/Ethnic Groups:

- *Challenge:* more challenging to bridge the learning gap as students get older.
- *Support:* Track formative data across racial groups to measure if any disparities exist during intervention.

Students with IEPs:

- *Challenge:* more challenging to bridge the learning gap as students get older.
- *Support:* explicit instruction, reinforcement, and practice with the identified reading strategies in sped setting

Add other student groups as needed.

- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Update during SPP Roadmap Development.

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth



<ul style="list-style-type: none"> Based on the Student Climate Survey 2022, 84% of students feel safe at school (greater than 79% district average) 	<ul style="list-style-type: none"> Most other subgroups were below district average Seeking Support was at 66%, lower than district average of 72%
<p>Problem Statement: Students who do not feel a sense of belonging may not feel comfortable / confident enough to ask for support when needed. This may limit their engagement in class which therefore limits their academic growth.</p>	
<p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> Space and time for teachers to connect with students in activities that aren't academic in order to build trust and engage in extracurricular activities Some learners afraid of being singled out as non-proficient, afraid of being called on to read aloud in class, afraid to ask for help when needed 	

Connectedness	
<p>School Goal: IMS staff will work to improve the number of students that feel there is a sense of belonging as measured by the percentage of students comfortable seeking support, from 66% to 76% on the Student Climate Survey.</p> <p>Formative Measures:</p> <ul style="list-style-type: none"> Student Climate Survey 2022-23 	<p>Aligned to Nevada's STIP Goal:</p> <p><input type="checkbox"/> STIP Goal 1 <input type="checkbox"/> STIP Goal 2</p> <p><input type="checkbox"/> STIP Goal 3 <input type="checkbox"/> STIP Goal 4</p> <p style="text-align: center;"><input checked="" type="checkbox"/> STIP Goal 5</p>



Improvement Strategy: Utilize PBIS school wide to promote a culture of belonging where students feel safe to ask for support or assistance.

Lead: *Who is responsible for implementing this strategy?*

Admin and Teacher Teams

Evidence Level: Tier 2 - Moderate Evidence

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Establish financial incentives for teachers to work during lunch and after school.
- Survey students to see what activities they are interested in
- Community outreach to find adult volunteers with skills who align with student interest
- Embed extracurricular and reward events throughout the year (Robotics, Inquiry Lab...)
- Continue and expand lunch programs / opportunities (Chess Club, Pride Club...)

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Grant funding for teacher stipends that are not directly linked to academic intervention or tutoring
- Community funding to stipend teachers for outside of contract hour work related to extracurricular options for students
- Spanish speaking volunteers to lead activities that are of interest to Hispanic students

Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?*

- *Implementation Challenge:* lack of financial resources to support reward events, weekly raffles prizes and other incentives.
- *Potential Solution:* collaborate with *Incline Education Fund (IEF)*, *Incline Tahoe Rotary*, and *Incline MS Boosters* to sponsor reward programs, events, and incentive purchasing.

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- Identifying grants that are not connected to academic intervention or tutoring
- Lack of staff available to invest time into apply for grant funding
- WCSSD volunteer clearance process can be overwhelming and time consuming for potential community volunteers



<p>Equity Supports: <i>Based on your Data Dive and Root Cause Analysis, what (if any) challenges did you identify for the following student groups specific to this goal? (Consider any resource inequities these student groups face.) What, specifically, will you do to support them to overcome those challenges?</i></p>	<p><i>for the following student groups specific to this goal? (Consider any resource inequities these student groups face.) What, specifically, will you do to support them to overcome those challenges?</i></p>
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English Learners

- *Challenge:* targeted outreach to identify areas of non-academic interest
- *Support:* mentorship opportunities to support English learners

Foster/Homeless:

- *Challenge:* n/a

Free and Reduced Lunch:

- *Challenge:* targeted outreach to identify areas of non-academic interest
- *Support:* exposure to guest speakers during mealtimes

Migrant:

- *Challenge:* n/a

Racial/Ethnic Groups:

- *Challenge:* Targeted outreach to identify areas of non-academic interest
- *Support:* mentorship opportunities and guest speakers based on student interest and a cultural sense of belonging

Students with IEPs:

- *Challenge:* targeted outreach to identify areas of non-academic interest, lack of special education staff
- *Support:* volunteer base to support direct tutoring

School Community Outreach

This section highlights our school’s deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
Back to School Night	9/8/2022	<ul style="list-style-type: none"> • Positive Feedback to including food prepared and served by IMS Culinary Club members.



Weekly Parent Update	10/27/20 22	<ul style="list-style-type: none">Weekly bilingual communication to all parents / staff, Thursday 4:30pm. Opportunities for stakeholders to reply and connect with principal.
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School: Incline MS

AB 219 Corrective Action Plan: Each and every student is impacted in various ways. Our EL students are impacted, as are our general education students. The School Performance Plan is designed to analyze data that is relevant to all student achievement, including our EL students. The following information is in addition to and supplemental to the 3 Inquiry Areas and Equity Supports surrounding the EL population. Root causes were determined based on data to drive school improvement and shrink the achievement gap for our special populations with special attention to AB 219 and the EL population.

Data Reviewed:

EL Performance on Standardized Testing
(BIG Reports)

Problem Statement:

Students identified as English Learners are not scoring in the proficient range (3 or above) on the SBAC exams in ELA and Math.

Critical Root Causes:

Need for appropriate placement in Academic Language Development courses for Long- Term ELs.

Goal:

The number of students identified as English Learners receiving a Level 2 or below on SBAC ELA and Math will decrease by 5%.

Improvement Strategy:

Implementation of language acquisition strategies through ELlevation (or GLAD).

Action Steps:

- WIDA Overview PL on Language Acquisition
- Training on ELlevation Platform from Dept. of ELD **or** GLAD refresher for previously trained staff and GLAD 5-day for new staff
- Addition of language strategies from ELlevation or GLAD to PLC note taker
- Learning Walks around ELlevation Strategies (or GLAD)
- Coaching support around strategies